

A REPORT OF A SCHOOL PSYCHOLOGY INTERNSHIP  
AND STUDY OF PREARENT EXPECTATIONS  
FOR FUTURE CHILDREN

CENTRE FOR NEWFOUNDLAND STUDIES

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**A Report of A School Psychology Internship  
And  
Study of Preparent Expectations  
For Future Children**

**By**

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**An internship report submitted to the School of  
Graduate Studies in partial fulfillment of the  
requirements for the degree of  
Master of Education**

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## **Abstract**

This internship report is divided into two sections, a placement component and a research component. The first, a placement component, describes an internship completed at two sites on the Avalon Peninsula. The placement component addresses the settings, the goals and objectives of the internship, a description of how these were realized as well as the intern's personal reflections. Section two discusses a study identifying the expectations "preparents" hold for their future children. To gather such information, the study used survey data from thirty-four subjects. The study also attempted to determine if differences exist between the expectations of "pre-mothers" and "pre-fathers". Results identified thirty-three categories of desired traits and 27 groups of attributes considered undesirable. While no significant differences existed in the expectations held by males and females for their children, findings suggest that some gender differences might exist in the adolescent population. The results are believed to have implications for future parenting studies as well as educational programs and curriculum.

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## **Part 1**

### **The Internship Component**

#### Rationale for Choice of an Internship

The Master of Education [Educational Psychology] programme at Memorial University requires students to complete a thesis, internship, project or paper folio. Having gained a sound theoretical base through completion of the required course work, this candidate chose to gain further field experience through completing an internship. This decision was based, in part, on the exposure the intern received in previous practicum experiences at both the Roman Catholic School Board and Virginia Park Elementary. While providing the intern with valuable experience, both placements were deemed relatively brief.

Memorial University requires interns to complete a minimum of ten weeks at a proposed field site. During this time the student attempts to realize set goals and objectives, carries out a required research component and receives continuous feedback from Field and Faculty Supervisors. The research component is intended to demonstrate that the intern is capable of designing and carrying out a small scale study within the parameters of the internship. Upon completion of the placement, the intern is required to write a comprehensive report. Part one of this report outlines the activities performed at the setting. The second component is a report on a research project carried out during the placement.

Along with the opportunity to develop research and problem solving skills, completing the internship allows for the development of the practical skills and knowledge needed by a competent and confident school counsellor / psychologist. It permits the intern to further develop competencies in consultation and assessment and in other areas where school psychologists and counsellors are expected to perform. In addition, the internship provides the opportunity for independent work and the opportunity to model more experienced professionals.

#### Rationale for Choice of Internship Setting

In consultation with field supervisors, the intern decided to divide her efforts between two separate but complementary sites. Having recently completed a practicum at Virginia Park Elementary, the intern elected to return to this site for 80 percent of the internship. The remaining 20 percent of the internship period was spent with the Avalon East School Board. This blending of sites was chosen for a number of reasons. The Virginia Park setting allowed the intern to be involved in individual counselling activities and permitted further development of counselling techniques, including the use of art, play and bibliotherapy. Secondly, this site provided the opportunity to work with students who displayed numerous difficulties and delays, including cerebral palsy, spina bifida, autism, fetal alcohol syndrome/ effect, tourette's syndrome, attention

deficit disorder, and pervasive developmental disorder. This experience provided the intern with knowledge potentially beneficial in future professional roles.

The decision to participate in the daily activities of a school psychologist at Avalon East School Board, was made as it allowed for involvement in both formal and informal assessment practices, as well as consultative activities that would not be available at the school setting. A second reason related to the research interests which the intern planned to pursue. The research project chosen by the intern focused on the expectations and wishes late adolescents have for possible future children. It was found that the intern could gain access to adolescents in the senior high levels and that the counsellors and administration at these schools were receptive to having the students explore future parenting roles.

#### Evaluation and Supervision

Field supervision was provided both at Virginia Park Elementary and at Avalon East School Board. Mr. Robert Cooper, Guidance Counsellor at Virginia Park School served as the intern's primary supervisor, while Mr. Fred Colbert, an Educational Psychologist at Avalon East School Board provided secondary supervision. Dr. Gary Jeffery served as the intern's Faculty supervisor. As supervisor, Dr. Jeffery assisted the student in developing both components of

the internship and preparing the final report.

Mr. Cooper holds a Master's Degree in Educational Psychology and has extensive experience in the field of counselling with young children. His position at Virginia Park Elementary includes his offering individual counselling, teaching about mental health issues (such as sexual abuse and self esteem), conducting formal and informal assessments and participating in various consultative activities.

Mr. Colbert also holds a Master's degree in Educational Psychology from Memorial University and is a licensed Psychologist. He has held the position of Educational Psychologist since 1987 and currently serves schools in the southern Avalon region. His work includes completing formal and informal assessments and consulting with teachers, counsellors, parents and community agencies.

During the course of the internship, supervision was accomplished by regular meetings between the intern and field supervisors. Due to unexpected medical problems, Mr. Cooper was unavailable for weeks seven through ten of the internship. As a result of this, Mr. Colbert assumed primary supervision during this period. As well, throughout this time, Mrs. Hazel Clarke, Principal at Virginia Park Elementary, acted as on site supervisor when needed.

The intern met with field supervisors for formal discussions regarding specific clients. In addition, field supervisors met with the intern for



approximately three hours per week to discuss assessment procedures and results. The intern had weekly contact with the University supervisor through meetings, telephone calls and electronic mail. Communication was maintained between Dr. Jeffery and field supervisors through telephone contacts throughout the duration of the internship.

#### Rationale for Internship Goals and Objectives

The Newfoundland and Labrador Department of Education outlines a range of direct and indirect services for which school psychologists are responsible. These services require that school psychologists be involved with students, families, teachers and administrators in an effort to promote the psychological and academic well being of students. The role of the school psychologist includes the following:

- A. Consultation,
- B. Psychological and Psychoeducational Assessment,
- C. Provision of Direct Interventions and Services,
- D. Supervision,
- E. Research,
- F. Program Planning and Evaluation, and
- G. Continuing Professional Development.

The intern focused on this list of roles when developing goals for her internship.

In consultation with both university and field supervisors, the following goals and objectives were decided upon.

### The Internship: A Description of Activities

The internship at Virginia Park Elementary and Avalon East School Board took place from April 14, 1997 to June 20, 1997, for a period of ten weeks. The intern spent four days per week at the Virginia Park site and one day with the supervising psychologist at Avalon East School Board. Schools covered by Mr. Colbert are those along the southern Avalon Peninsula and run from Witless Bay to Trepassey. This chapter provides a description of the specific internship goals and the activities in which the intern participated in order to achieve the internship goals listed below.

### Internship Goals and Objectives

The overall aim of the internship was to further develop the practical skills and knowledge needed by a school counsellor/psychologist. Prior to commencing the internship, the intern identified 13 goals for the placement. During the course of the placement, some modifications were necessary to maximize the value of the learning experience. Below is a listing of the goals and objectives set for the internship and a description of the activities carried out to meet these objectives.

Goal 1: To further develop skills in collaboration/consultation.

The following activities were carried out to accomplish this goal.

1. The intern spent approximately 25 hours involved in consultative activities with Mr. Colbert as consultation was considered a large part of his role. The intern observed and participated in meetings dealing with the following matters: student referrals and assessments, issues pertaining to special needs' students, (for example, special transportation and provision of in school services); counselling concerns, and child protection concerns.
2. The intern participated in five Program Planning Team meetings at Virginia Park Elementary. Present at these sessions were special education teachers, classroom teachers, school administrators, guidance personnel, and parents. The meetings were held to relay information to parents about their child's progress and to outline plans for ongoing remediation.
3. The intern consulted with school personnel in the following schools throughout the internship period: Virginia Park Elementary, St. John's; Mobile Central High School, Mobile; Baltimore High School, Ferryland; Holy Redeemer Elementary, Trepassey and Stella Marris High School, Trepassey. Meetings were held with principals, teachers and guidance counsellors to discuss students who had been referred and/or assessed. Results of assessments and the accompanying recommendations were discussed with teachers. On one

occasion, the intern also met with teachers, administrators, a child protection worker, a guidance counsellor, and the supervising psychologist to discuss child protection issues and a number of referrals. Frequent meetings with teachers were held to discuss students who had been referred from their classes.

4. Throughout the duration of the internship, the intern participated in three case conferences. These involved personnel from The Janeway Children's Hospital, Avalon East School Board, and Kidcorp Daycare, as well as teachers, principals, parents, guidance counsellors and occupational therapists. The first of these conferences required that the intern present both formal and informal assessment findings to the above stated individuals in an attempt to assist physicians considering a diagnosis of Attention Deficit Disorder.

The second case conference involved psychologists from the Janeway, teachers and administrators from Virginia Park Elementary, school guidance personnel and school personnel from selected junior high schools in St. John's. The purpose of this meeting was to determine placement for a number of grade six children with varying degrees of special needs. This meeting required the intern to suggest possible behavioural interventions and to make recommendations for programming for one of the involved students. Each of these meetings allowed the intern to observe field supervisors in their professional roles as consultants.

Goal 2: To gain experience in the administration and interpretation of various formal assessment tools used by the supervising counsellor and psychologist.

To achieve this goal, the intern administered various Wechsler instruments including the WPPSI-R, WISC III and the WIAT. The WPPSI-R was used with a 6-year old kindergarten child who was displaying inappropriate behaviours in the school setting. The intern used the WISC III along with the WIAT with six students, ranging in ages from six to twelve years. Reports were written for each assessment completed and results were discussed with the appropriate school personnel as well as with the students' parents or guardians. To assist in interpretation of results and in report writing, the intern consulted extensively with texts including the following:

Sattler, J. M. (1992). Assessment of Children. San Diego, CA : Jerome M. Sattler Publisher's Inc.

Truch, S. (1993) The WISC-III Companion: A guide to interpretation and educational intervention. Austin, Texas: PRO-ED, Inc.

The intern also met with her field supervisors to discuss the results obtained by using the various assessment instruments and the interpretation of testing results.

Goal 3: To observe and participate in the usage of previously unfamiliar tests as deemed appropriate by field supervisors.

This goal was accomplished by the intern becoming familiar with a

number of assessment tools used by field supervisors. These were previously unknown to the intern.

1. The intern studied and administered the following instruments: the Connor's Rating Scales, Test of Visual Motor Skills (TVMS), Test of Visual Perceptual Skills - Non Motor (TVPS), Test of Auditory Perceptual Skills (TAPS), Test of Visual Motor Integration (VMI), the Peabody Picture Vocabulary Test Revised (PPVT-R) and the Vineland Adaptive Behaviour Scales.
2. When students were referred for an assessment, the field supervisors discussed with the intern which instruments were needed and why they would be beneficial in providing requested information. The field supervisor reviewed with the intern all applicable materials, administration techniques and procedures.
3. The intern administered each of the identified instruments and wrote reports. Data from these was incorporated into reports written by the intern.
4. The intern also worked with Special Education teachers in using informal reading assessments with primary and elementary students.

Goal 4: To further develop skills in writing reports of psychoeducational assessments.

The activities performed to meet this goal are listed below.

1. The intern reviewed reports written by the supervising psychologist. Particular attention was paid to format, style of language, and wording of

interpretations.

2. The intern wrote reports for the seven assessments carried out during the internship. These reports incorporated information obtained from parents, school personnel, observational data and the results gathered from the standardized tests used.

Field supervisors were consulted when reports were in progress and suggestions/recommendations were offered when necessary.

Goal 5: To further develop skills needed in informal assessment practices.

1. Throughout the internship, the intern completed five classroom observations at Virginia Park Elementary with each lasting for approximately one hour. For each child involved, observations were carried out in different settings, with different teachers, to enable the intern to better understand the nature of the difficulty reported. Two of the students observed were referred for a psychoeducational assessment because of behavioural concerns including inattentiveness, distractibility, and noncompliance. To assist in such observations, the intern reviewed chapter 17 of Assessment of Children by J. M. Sattler (1992). These observations proved invaluable in formulating an interpretation of assessment results and in one case, assisted the child's physician in making a diagnosis of Attention Deficit Hyperactivity Disorder.

2. The intern observed and participated in post assessment interviews with

parents and teachers of referred students. For two of these assessments, the intern met separately with teachers and parents to present assessment results before meeting with these individuals as a group. In each case, results were presented and parents and teachers were provided with explanations for the offered interpretations and recommendations.

Goal 6: To provide individual counselling to students.

This was accomplished through carrying a caseload of eight students for the duration of the internship. Thirty minute sessions were held with each student on a weekly basis, or if deemed necessary, additional meetings were arranged. In total, the intern completed approximately 40 hours of individual counselling. These sessions dealt with problems including: family violence, behaviour problems, self-esteem issues, learning difficulties and anger management.

Goal 7: To gain experience in delivering mental health programs.

The intern achieved this goal by holding self esteem and anger management sessions with kindergarten and grade two classes at Virginia Park Elementary. The following is a description of activities carried out to meet this goal:

1. The intern began the self esteem program with a discussion of positive



and negative feelings. Students participated by offering examples of both good and bad feelings. Having recently completed the Feeling Yes, Feeling No program with the school counsellor, this was a familiar activity for grade two students. Each session was approximately thirty minutes in duration and involved instruction and student participation. To elicit positive interactions among students, the intern read books such as Stephanie's Ponytail by Robert Munsch, and played games with the students that emphasized positive comments and interaction. A similar program was carried out with kindergarten students.

2. The intern delivered an Anger Management program to kindergarten students. This was thought to be a useful activity with this group because of the aggressive behaviours displayed by some students. Activities and videos were chosen, in part, from the Sunburst series on "Conflict Resolution". The intern delivered three sessions to kindergarten students, each of which were approximately 30 to 45 minutes in duration.

Goal 8: To consult with field supervisors approximately one hour per week to discuss progress and reevaluate goals and objectives.

Throughout the internship, the intern met regularly with both Mr. Cooper and Mr. Colbert to discuss issues relevant to her progress. Meetings with Mr. Cooper took place at Virginia Park Elementary and those with Mr. Colbert took

place at schools throughout the southern Avalon region or at Avalon East School Board office. In addition, informal discussions were carried out with Mr. Colbert during travel time and through telephone conversations. Both supervisors were readily available to discuss issues pertaining to student referrals as well as procedures and interventions.

Goal 9: To meet with the Faculty Supervisor approximately once per month to discuss progress and goals.

This goal was accomplished through on campus meetings with Dr. Jeffery. In addition, the intern worked with Dr. Jeffery to develop a research component dealing with the expectations of future parents. Regular contact with the Faculty supervisor was maintained through telephone and electronic mail.

Goal 10: To attend and participate in any inservices, workshops, or professional development meetings that may occur during the internship period.

This goal was not fully met as only one inservice was offered by the Avalon East School Board during the internship period. On Thursday, May 15, 1997, an inservice for school psychologists and counsellors was held. Due to school board restructuring and limitations in available space, interns were not able to participate.

**Goal 11: To increase knowledge and understanding of the various disorders, disabilities and difficulties experienced by students and encountered by school counsellors and psychologists.**

1. The intern took part in case conferences with counsellors and psychologists. Throughout the ten-week period, the intern participated in three case conferences involving professionals from social service agencies, the Janeway Child Health Centre, Kidcorp Daycare, Children's Rehabilitation, school board personnel, and teachers and administrators. The cases discussed in these sessions involved attention deficit disorder, pervasive developmental disorder, cerebral palsy, spina bifida, learning disabilities, and various behaviour disorders.

2. The intern observed and worked with Special Needs children in the school environment.

Virginia Park Elementary has two developmental units, one each for Primary and Elementary students. Throughout the internship duration, the intern observed special education teachers and student assistants in their work with children in these classes. As a result, the intern gained an increased awareness of the following disorders: cerebral palsy, spina bifida, autism, and pervasive developmental disorder. The intern also spent time in the regular classroom observing and working with students who displayed behaviour problems as well as fetal alcohol effect and attention deficit disorder.

3. In an effort to increase knowledge and develop skills in particular areas of interest, the intern examined various assessment materials, books and journals. Topics explored included Attention Deficit Disorder, Fetal Alcohol Syndrome/Effect, Autism/Pervasive Developmental Disorder, Conduct Disorder, Behaviour Disorders, Reading Disabilities, and General Learning Disabilities. A complete listing of articles read throughout the internship can be found in Appendix B.

Goal 12: To become familiar with approaches and techniques used in Play Therapy.

The intern read articles and books dealing with the philosophy, goals and purpose of Play Therapy as well as techniques used. Throughout the placement, the intern regularly used these methods in individual counselling sessions.

Goal 13: To complete research aimed at exploring the wishes and expectations of 'pre-parents' for future children.

This goal was reached through the following activity.

1. In consultation with Dr. Jeffery, the intern reviewed literature pertaining to the Expectations of Parents, and developed a study to explore the expectations and wishes of pre-parent adolescents. Using the preparenting version of the Parenting Wishes and Expectation Exploration (PWEE) Guide, the intern

sampled students at Mobile Central High and Baltimore High School, Ferryland. Subjects for the experimental and control groups were chosen from volunteering level two and three students. The purpose of this study was twofold. The research aimed to determine the kinds of expectations preparent adolescents hold for their future children. Secondly, the study aims to determine if differences exist in the types of expectations held by male and female adolescents. A report, which includes a rationale, literature review, discussion of the methodology, and findings from the study is found in part two of this report.

A study of parenting issues was deemed appropriate based on the intern's interests and suitability of the internship settings. Particularly interested in child development and family life issues, the intern viewed the placement as an opportunity to carry out research in this area. In addition, the intern perceives the role of the educational psychologist to be a diverse one, including the provision of mental health services to students and their families. Through gaining an awareness of the expectations preparent adolescents hold for their children, the intern felt she could gain knowledge that would be beneficial in future work with students and families. Furthermore, the chosen internship site enabled the intern to carry out such a study with relative ease. Through Mr. Colbert at Avalon East School District, the intern was able to gain access to age appropriate subjects for participation in the study. Furthermore, teachers and

administrators at the two selected schools were receptive to the intern carrying out research in the area of parenting. The study was seen by school personnel as encouraging students to reflect on their values and beliefs as well as being a valuable pedagogical exercise.

### Conclusion

The ten-week internship at Virginia Park Elementary and Avalon East School Board proved to be a valuable experience for this prospective school psychologist. The blending of sites offered the intern many experiences that would not have been available at a single location and provided the opportunity to experience both the role of a school counsellor and that of a school psychologist.

Activities at both sites enabled the intern to accomplish the goals set throughout the internship period. Both sites provided the opportunity to further develop skills and competencies in consultation, counselling, formal and informal assessment, research and report writing. Placement at Virginia Park Elementary provided the opportunity to enhance skills in counselling with young children as well as to make more familiar the stages of development among this age group. After completion of a pre internship practicum at Virginia Park Elementary, it was felt that further experience within this setting would prove beneficial to the intern. Throughout the ten-week period, the intern put into practice many of the skills acquired through course work. The intern had a

particular interest in the area of child play therapy and read extensively on the subject throughout the internship. This knowledge proved to be beneficial to the intern throughout the placement. Similarly, the Virginia Park site allowed the intern to further refine skills in assessment and consultation practices.

Although the intern wished to participate in inservice training provided for school counsellors, this was not possible. The intern was able to review articles and books provided by the school board on the topic presented.

Placement at Avalon East School Board afforded the intern the opportunity to observe and participate in the role of a school psychologist. The major difference perceived between the two roles involved area(s) of specialization and the necessity for time management. The supervising psychologist performed the role of generalist as opposed to specialist. Being responsible for students of all grade levels, from primary to senior high, it became obvious to the intern that professionals in such roles must be well versed in issues affecting students of all ages. Similarly, because the school psychologist is responsible for students over larger geographical areas, the intern realized the importance of careful planning, organizational skills and effective time management. This placement, as well as the Virginia Park setting, allowed the intern to participate in consultative activities and assessment practices. While serving schools of all grade levels, most referrals for assessment services were from teachers in the primary and elementary grades.

This is seen as a positive move by the intern since it will allow for early remediation and intervention. Both settings also provided the opportunity to increase awareness of the various disorders and conditions that affect school age children and their families. Unexpectedly, the intern learned that behaviour disorders and discipline problems are not uncommon at the primary and elementary levels.

To conclude, the internship route has proven to be a worthwhile experience. It has provided an opportunity to acquire invaluable experience in counselling, consultation, and assessment practices. Furthermore, it has given the intern a more broad and complete understanding of the fields of school psychology/counselling and has heightened her interest in many areas relevant to these positions.



**Part II****The Research Component**

## **"Toward Defining Adolescents' Wishes and Expectations For Their Future Children".**

### **Introduction**

In families, parents have been viewed as "principal causal agents" in the behavioural, emotional, personality and cognitive development of their children (Holden & Edwards, 1989). As with other relationships involving expectations, the experiences and events which take place within a family are thought to be determined in part, by a set of identifiable parental expectations. It is believed, for example, that parents, acting in accordance with their expectations, will provide opportunities to children consistent with the traits they wish to see develop. In an effort to understand adolescent parenthood, researchers have now begun to shift the focus away from the behavioural aspects of the parent-child relationship and have started to examine the cognitions parents bring to the task of parenting. Studies examining the specific parental constructs of knowledge, expectations, and beliefs have linked the expectations of adolescent parents to the functioning of the child (Stoiber & Houghton, 1993).

This present study explores the 'pre-parental' expectations of adolescents. Specifically, the study attempts to make explicit the kinds and range of expectations that these adolescents hold for their future children. The inquiry was initiated based on the results of pilot studies carried out with other preparents in a university setting. A search of the literature revealed that this

topic has not been a focus of previous attention.

#### Background and Rationale for the Study

To determine a parent's or prospective parent's wishes and expectations, an instrument called the PWEE ( Parents' Wishes and Expectations Exploration) Guide was devised and piloted by Dr. Gary Jeffery, Faculty of Education, Memorial University of Newfoundland. The instrument originated as a result of an in-class activity carried out by students in a university child development class. The students were asked to prepare an outline identifying the traits, interests or competencies they would wish their child to have. Based on the unexpected positive response to this exercise and the resulting discussion, the concept was further explored with parents enmeshed in difficult child custody disputes.

Results from the classroom exercise indicated that students very quickly began to note how the choices and experiences they would offer, appeared to be related to the traits they wished to foster in their children. A further outcome of this exercise was that respondents tended, in their lists, to be largely describing themselves ( typically in about 80% of their choices). The remaining traits tended to be either the opposite of what they disliked about themselves or improvements on aspects of themselves that they disliked.

Results from early trials of the PWEE used in a small number of custody cases, indicated a high level of consensus among respondents. Even parents

who expressed strong negative views of their previous partners tended to hold very similar wishes and expectations for their children (Jeffery, 1996). As noted with the student group, parents tended to offer a self description in the traits chosen. It was noted by parents who completed the instrument that the exercise served to get them thinking about what they wanted for their children. As a result of these pilot level explorations, it was decided that further exploration of the phenomena was warranted.

For the purpose of this study, a preparent version was developed which is a subset of questions from the original version. The instrument has 154 items, uses both forced choice and open-ended responses and includes a section to gather demographic data (Appendix E).

Based on preliminary works with the PWEE and the literature on parental expectations, a number of areas were identified which were deemed to need additional research. From the results of pilot studies carried out by Dr. Jeffery with adult parents, it was expected that male and female respondents would hold similar expectations and identify like traits for their children. However, Calvert & Stanton (1992) report findings to suggest that different expectations may exist between the sexes. They state that while both male and female adolescents have a similar commitment to children, males may be more authoritarian in their views and that females tend to be more people oriented and less materialistic.

Based on such findings, the nature of adolescent expectations and the

existence of possible gender stereotypes were identified as areas to examine. The current study attempts to determine if respondents identify traits that are consistent with those traditionally associated with their particular gender. For example, do females list as desirable traits such as mannerly, shy, and quiet? Do males identify traits such as assertiveness, education, and career oriented?

### Research Questions

The following research questions were explored in this study:

1. What are the nature and range of expectations that adolescents hold for their future children?
2. Does there appear to be a social stereotype or socially shared view as to what a parent "should" want their child to be like, or do respondents offer different traits?
3. Do adolescent males and females hold different expectations for their future children? Do the expectations listed by one or both groups reflect a gender-based stereotype?

## Literature Review

The influence of interpersonal expectancy effects has been well documented in the research literature (Travers, Elliott, & Kratochwill, 1993). During the 1950's, Rosenthal began studies to determine the effect of a person's expectations on the responses of another (Rosenthal, 1963). In 1968, Rosenthal and Jacobson reported the results of a study that fascinated educators and psychologists and sparked an area of interest that continues to be strong. From their research with teachers, they concluded that a significant relationship exists between teacher expectations and the intellectual functioning of their students (Harris and Rosenthal, 1985). Basically, Rosenthal concluded that when instructors expect more from students, the pupils will meet those expectations. According to Harris and Rosenthal (1985), there is no doubt that interpersonal expectancy effects occur. The important question seems to be rather one of process, that is, how these interpersonal expectancy effects are communicated.

Agreeing that such effects do occur, researchers set out to devise models attempting to explain or account for the phenomenon. Darley and Fazio (1980) developed a "Cognitive Model" in an attempt to explain interpersonal expectancy effects. The model identifies steps and suggests that these lead to expectancies resulting in manifest acts. The steps include:

1. The perceiver developing an expectancy;
2. The perceiver acting toward the target in accordance with this

expectancy;

3. The target interpreting the actions;
4. The target responding to the perceiver;
5. The perceiver interpreting the target's actions;
6. The target interpreting his or her own actions.

Brophy (1983) offers a similar model to specifically explain the effects of teacher expectancy on student performance. Adhering to the six step approach outlined by Darley and Fazio (1980), Brophy lists the following:

1. Teacher forms different expectations for student performance;
2. Teacher treats students differently;
3. This behaviour communicates expectancies;
4. There will be changes in student self concept, motivation, and interaction with the teacher;
5. These effects will reinforce the teacher's expectations;
6. These changes will be reflected in student outcomes.

Rosenthal believed that expectations produce effects because teachers provide an environment that is socially and emotionally favourable for selected students (Travers, Elliott & Kratochwill, 1993). It was also assumed that teachers' expectations influence how they behave toward, or treat, particular children. From the teacher's behaviour, students infer whether or not they are good achievers and frequently behave accordingly.

While many of the studies have addressed expectancy effects in the classroom, these same effects are also thought to be operating in other situations. Harris and Rosenthal (1985) state that: " Research on the mediation of expectancy effects needs to expand to other important situations where expectations are likely to be operating such as...parent - child relationships" (p. 380).

The beliefs and expectations parents have for their children are thought to guide them in the interactions they have with their child as well as in the opportunities and experiences they provide. Environments offer the experiences that influence an individual's learning and development. Thus, based on their expectations, parents are thought to create an environment for their children that is conducive to the development of the characteristics and traits that the parents desire.

The influence of the environment on one's learning and development was first demonstrated by B. F. Skinner (Domjan & Burkhard, 1993). In fact, Skinner believed it was the environment that held the key to understanding behaviour. He believed that behaviour was a response to some external operation performed upon the organism. Skinner also theorized that these behaviours would tend to increase or decrease depending on the feedback the organism received. A behaviour eliciting positive feedback would be repeated while those producing negative responses would diminish.



Similarly, Rosenthal (1963) as well as Darley and Fazio (1980) emphasized that behaviour was largely determined by feedback received from ones environment. Brophy (1983) stated that such feedback may be controlled in part by the expectations of the perceiver.

Applying this theory to parenting, it would appear that the expectation's parents have for their child would serve to influence them to act in particular ways toward the child. Parents, based on their expectations, thus influence their children to exhibit desired behaviours and characteristics. According to Skinner, the parent, guided by his or her expectations, encourages the occurrence of specific behaviours ("terminal responses") by shaping instances of that behaviour or behaviours that approach the target expectations (Domjan & Burkhard, 1993). More simply, the frequency and likelihood of the behaviour occurring could be increased by parents responding differentially to displays of particular behaviours.

It was Skinner's belief that, while the ultimate initiation of responses belongs with the organism, parents can do things to increase or decrease the likelihood of those responses (Domjan & Burkhard, 1993). Skinner's theory of behaviour relies heavily on the processes of reinforcement and punishment. Reinforcement occurs when behaviours are increased by giving the learner something valued or desired or by removing an undesirable consequence. In contrast, punishment occurs when behaviour decreases as a result of being

presented with an undesirable consequence, or by eliminating something the learner believes is important (Eggen & Kauchak, 1994). Parents are thought to be able to "shape" or mould their children by assigning to them, certain characteristics or attributes, and then recognizing and reinforcing displays of behaviours reflecting those characteristics and attributes.

While different individuals have different expectations for their children, it is useful to consider that a given individual may be consistent in his or her own expectations. It is possible, and perhaps even likely, that two parents in the same family will both share the same or very similar expectations for their child. Dix (1993) appears to essentially support this view when he points out that the behaviours reflecting expectations are not fixed, but instead reflect the kind of interactions that characterize their particular parent - child relationship. He assumed that parental expectations for their children are not rooted in a single or widely shared stereotype and that these expectations may thus vary from parent to parent. That such variability exists is the focus of the current study. While it is accepted that expectations may differ between individual parents and that even parents within the same family may differ, it is also useful to consider that within the same family, expectations may be shared. One might even hypothesize that there would be greater agreement on expectancies within a family than would be found between families. It is these wishes and values that are believed to influence the behaviour of the parent and the resulting behaviour

and characteristics of particular children. The possible existence of both shared expectancies and expectancy based feedback is evident in the research on self-fulfilling prophecy which demonstrates that 'perceivers' (i.e., parents) elicit from 'partners' (i.e., children), behaviours that confirm the 'perceivers' initial expectations (Harris & Rosenthal, 1985; Jussim, 1986). More work and a clearer definition of the links between expectancies and parenting acts is needed. As noted above, efforts to clarify are being made (Darley and Fazio, 1980; Fox 1991). While an understanding of these links is crucial and a priority for the practitioner, it is necessary for the researcher to first clarify the nature of potential controlling factors, in this case, parental expectancies, prior to assessing how these might actually impact on behaviour.

To assess the behaviours and expectations of parents, Fox (1991) developed an instrument called the Parenting Inventory: Young Children (PI). In a study using the PI, it was determined that developmental expectations held by parents are consistent with actual parent behaviours (Fox, 1991). The expectation's parents have for their children can be applied to the cognitive model of interpersonal expectancy effects developed by Darley and Fazio (1980). Given that parental expectations appear to have such a large impact on the attributes assigned to children as well as the behaviour of the parents, further exploration of the nature and range of these parent expectations would be beneficial.

In an attempt to better understand parenthood during adolescence, Stoiber & Houghton (1993) examined the parental constructs of knowledge, expectations and beliefs. Results of their study indicated that expectations were the only construct to be associated with the functioning of the child.

As previously stated, this present study attempts to make more explicit the range and nature of expectations that older adolescents hold regarding traits for their future children. More specifically, this study asks respondents to speculate about a broad range of traits, abilities and activities they would like to see in their young.

From an educational perspective, gaining an awareness of the expectations teens hold for their future children could provide insight into the environments they would provide. Such speculation might encourage adolescents to reflect, and better appreciate the impact that the particular experiences they offer might have on their offspring. Being aware that expectations can influence development might encourage young people to strive to make explicit the traits and values, beneficial to the child and acceptable to them as parents. Expectations can create behaviour. This study looks at what is deemed to be a key step in this process, namely, the specifying of wished for traits. A comparison of the expectations of young males and females could allow speculation about current views of male and female roles and characteristics. Such knowledge could provide an essential basis for future

educational programming.

## Methodology

### *Sample*

The sample for this study was selected from two senior high schools under the Avalon East School Board. Both schools were located in rural communities, each with a population of approximately 1500 people. Thirty-three Level III students participated in this study. Sixty-six percent of the respondents were female and thirty four percent were male. Subjects ranged in age from 17 to 18 years of age.

### *Questionnaire*

The specific instrument used in the research was devised by Dr. Gary Jeffery at Memorial University of Newfoundland for use in the present study. The PWEE Guide, preparenting version consists of 154 items taken from the original version used by Dr. Jeffery. Variables relating to family background were omitted and only items of a preparenting nature were used.

The questionnaire asks preparents (high school students), about the characteristics and traits they would like to see in their future children. Questions focus on traits deemed appropriate at young ages as well as those deemed appropriate when a child has reached adulthood. Completing the questionnaire is intended to help the respondent identify and clarify expectations, values and

wishes he or she holds for a child.

The questionnaire uses both forced choice and open-ended response items. A Five point Likert scale is used with 1 representing "Very Important", 2 "Important", 3 "Not Important", 4 "Undesirable" and 5 "Unacceptable". Open-ended questions require the respondent to list or describe traits considered desirable and undesirable for a future child. A further section of the instrument focuses on demographic data such as age, gender, marital status, and education levels.

### *Procedure*

After receiving permission from the Faculty of Education Ethics Review Committee, the Special Services coordinator at the Avalon East School Board, and the principals of each school, level three students at two schools were presented with parental consent letters stating the purpose of the study (see Appendix A for the letter of consent to parents). Students were advised that participation in the study was voluntary and that their individual responses would be confidential.

Thirty-eight of the 52 consent letters were returned. Thirty-three of those with permission to participate were present to complete the questionnaire on the day scheduled. This study was completed during the last week of senior high classes. The timing of the research may have negatively affected the number of

students willing and/or able to participate.

Not all items on the questionnaire were analysed in the current study. Only those items pertaining to the research questions previously listed were used (Questions 12, 26, 27, and 30).

## Results

This section presents findings concerning the expectations that adolescent "preparents" have for future children. Specifically, it presents information relating to: (1) the traits, values, competencies, types of relationships and vocations they would wish their child to have; (2) the frequency with which particular responses/traits were offered as well as findings suggesting the existence or nonexistence of a commonly shared set of expectations for children and (3) a comparison of the kinds of expectations held by male and female respondents.

In part one of the questionnaire, participants were asked to think of when "their child" was grown and rate the importance of twenty-two identified traits. For each trait listed, respondents were asked to indicate how important they perceived that characteristic would be in their child. Responses were measured on a 5-point Likert scale where 1 indicated very important and 5 unacceptable. For analysis purposes, ratings were collapsed such that

responses of 1 and 2 were interpreted as "important", 3 as "not important", and 4 and 5 as "unsatisfactory".

The percentage of participants who considered each listed trait to be important is shown in Table 1. Similarly, the percentage of females and males who rated each as important is also indicated.



Table 1

Percentage of Males and Females Rating Traits as Important or Very Important

Percent Important				
ITEM	MALE	FEMALE	TOTAL	.05 level
1. Ability to play alone	63.6	72.7	69.7	NS
2. Assertive	100	90.9	93.9	NS
3. Career Oriented	81.9	95.5	90.9	NS
4. Child Oriented	63.6	54.5	57.6	NS
5. Community Minded	54.6	63.6	60.6	NS
6. Competitive	63.7	50.0	54.6	NS
7. Confident	100	95.4	97.0	NS
8. Cooperative	90.9	95.5	93.9	NS
9. Impulsive	18.2	20.0	18.2	NS
10. Independent	100	95.5	97.0	NS
11. Loving/Warm	100	100	100	NS
12. Persevering	63.6	77.3	72.7	NS
13. Reflective	91.0	90.9	90.9	NS
14. Sense of Humour	72.7	81.8	78.7	NS
15. Sensitive	81.9	100	94.0	NS
16. Sharing	81.9	100	94.0	NS
17. Skilled Leader	63.7	72.7	69.7	NS
18. Strong Conscience	90.9	100	97.0	NS
19. Strong Willed	72.7	77.3	75.7	NS
20. Values friends	81.8	63.6	69.7	NS
21. Very Hard Working	90.9	95.4	93.9	NS
22. Strives for Future Material Rewards	63.7	86.3	78.8	NS

Note: Chi Square analysis found no significant difference at the .05 confidence level.

As indicated in Table 1, more than half of the respondents identified twenty-one of twenty-two traits as characteristics they would wish their children to have. Only one trait, Loving/Warm was rated as important by the entire group of respondents.

Due to the number of attributes perceived as important, three groupings have been identified: those ranked important by (1) more than 90% of respondents, (2) between 75-89% of respondents and, (3) between 50 and 74% of participants. The following list presents, in ranked order, those traits most desired by 90% or more of the sample group of pre-parents:

1. Loving/Warm,
2. Strong Conscience,
3. Confident,
4. Independent,
5. Sensitive,
6. Willing to share [things and time with others],
7. Very Hard Working,
8. Cooperative,
9. Assertive,
10. Career Oriented, and
11. Reflective .

The three traits ranked as desirable by respondents include: a "sense of humour", "strong willed", and "striving for material rewards".

Between half and three quarters of the adolescents rated a further seven of twenty-two traits as desirable for a future child. Those traits are presented in rank order below.

1. Persevering,
2. Ability to play alone,
3. Skilled leader,
4. Values friends,
5. Community minded,
6. Child oriented, and
7. Competitive.

A single trait, impulsivity, was identified as being important by only about one fifth of respondents.

To further identify the range of expectations held by adolescents for their future children, respondents were asked, in an open-ended question, to provide or briefly describe, ten characteristics they would like to see in their future children. A total of sixty-four traits were identified. While some traits were more frequently offered by respondents, the diversity of characteristics listed is noted.

Analysis of the written trait lists provided by males and females indicates that many respondents offered similar traits as those deemed desirable for their future children. Though it was requested that participants list ten attributes, it was frequently found that a given respondent actually offered fewer than the ten traits sought by the researcher. Often respondents would offer what was considered by the researcher to be equivalent terms. For example, a single respondent might list as separate traits, terms like "caring", "kind", "gentle", and "understanding". Similarly, it was found that participants sometimes offered traits like "smart" and "intelligent". Using standard resources, including Roget's 21st

Century Thesaurus (1992), it was deemed appropriate to diminish redundancy by combining terms. Using this procedure, a respondent, for example, might provide ten terms which when combined, yielded only two to three distinct choices. When the lists were reduced to what was deemed "alike" traits by the author, the parsed list consisted of thirty-three choices. (See Appendix C for a listing of equivalent terms). For the purposes of reporting and to make more intelligible the qualitative data, these categories have been further grouped into five domains: Personal/Affective, Interpersonal, Interests/Vocational, Physical/Constitutional, and Cognitive/Intellectual. These domains were so classified based on consultation with persons knowledgeable in the area of child development as well as on terminology typically used in Child Psychology and Development text books (Dworetzky, 1993). Table II indicates the number of respondents who listed particular traits.

Table II

Frequency and Percentage of Respondents Who Identified Particular Traits

Domain	Trait	Male(n=11)		Female(n=22)		Total (n=33)	
		#	%	#	%	#	%
Personal/Affective							
	Caring/Kind	9	82	17	77	26	78
	High Self Esteem	4	36	16	73	20	61
	Honesty/Moral	6	55	12	54	18	55
	Loving/Warm	4	36	13	59	17	52
	Sense of Humour	4	36	7	32	11	33
	Trustworthy	1	9	9	41	10	30
	Optimistic/Happy	2	18	4	18	6	18
	Family Oriented	2	18	3	14	5	15
	Generous	0	0	2	9	2	6
Interpersonal	Patient	0	0	1	5	1	3
	Outgoing	5	45	10	45	15	45
	Independent	4	36	11	50	15	45
	Cooperative	1	9	11	50	12	36
	Leader	6	54	1	5	7	21
	Open Minded/tolerant	2	18	3	14	5	15
	Respectful	0	0	3	14	3	9
	Trusting	0	0	2	9	2	6
Interests/Vocational							
	Hardworking	3	27	11	50	14	42
	Determined	2	18	8	36	10	30
	Materialistic	3	27	6	27	9	27

Table II Continued

	Job Oriented/Well Paying Career	1	9	3	14	4	12
	Studious	0	0	2	9	2	6
	Well Educated	2	18	0	0	2	6
Physical/Constitutional							
	Athletic	5	45	8	36	13	39
	Attractive	4	36	5	23	9	27
	Healthy	4	36	3	14	7	21
	Musical	0	0	3	14	3	9
	Heterosexual	2	18	0	0	2	6
Cognitive/Intellectual							
	Intelligent	8	73	14	64	22	66
	Common sense	2	18	0	0	2	6
	Resourceful	0	0	1	5	1	3
	Creative	0	0	1	5	1	3

As outlined in Table II, the largest number of traits provided by both males and females were those that could be categorized as Personal/Affective. The most frequent response was Caring/Kind with a total of 26 of the 33, or 78% of respondents listing this as desirable for their future children. Percentages indicate that approximately two-thirds of the respondents wished their future children to be intelligent and to have high self-esteem. About half of respondents indicated a desire for honest children, with high moral standards. A similar

number valued 'loving' as desirable for their offspring. One third of the respondents listed as desirable a 'sense of humour', 'determination', 'trustworthy' and 'materialistic'.

Respondents also provided seven traits that were classified as "interpersonal". The most common characteristics provided were outgoing/personable and independent, with a total of 45% of participants listing these as desirable. Approximately one third of respondents indicated they would like future children to be cooperative. One fifth of the adolescent group indicated they would want a child to have leadership skills. Other interpersonal traits listed by this group included tolerance and respect for others.

Six traits listed by this group were considered to be interests or habits of a vocational nature. Forty two percent of respondents offered "hardworking" as an attribute they would wish to see in future children. Approximately one third indicated the importance of determination and materialism. "Studious", "well educated", and being "career oriented" were further traits listed by respondents.

The fourth category of responses was referred to as Physical/Constitutional. Within this division, participants listed 5 traits including, in rank order, "athletic", "attractiveness", "healthy", "musical", and "heterosexual".

A smaller number of traits listed by this preparent sample were those referred to as being of a cognitive or intellectual nature. Two thirds of respondents listed "intelligent" as desirable for a future child. Other traits

provided in this grouping were "common sense", "resourceful", and "creative".

Participants were also asked to provide five traits they would not like to see in their future children. In total, respondents identified 53 characteristics they would not wish their child to have, once again suggesting that expectations differ among respondents. When lists were reduced into similar terms, 27 response categories remained. As with lists of desirable traits, "like" terms were combined, and domains were specified using the resources previously outlined. See Appendix D for a listing of equivalent terms. Table III outlines the number and percentage of respondents listing particular traits as undesirable for their future children.



Table III

Traits Listed as Undesirable for Future Children as Provided by Males and Females

Domain	Trait	Female (n=22)		Male (n=11)		Total (n=33)	
		#/22	%/100	#/11	%/100	#/33	%/100
Personal/Affective							
	Rude/Nasty	14	64	4	36	18	55
	Dishonest	8	36	6	55	14	42
	Egocentric	7	32	4	36	11	33
	Mean/Angry	7	32	4	36	11	33
	Lazy	5	23	3	27	8	24
	Substance Abuser	2	9	3	27	5	15
	Liar	2	9	2	18	4	12
	Shy	3	14	1	9	4	12
	Low Self Esteem	3	14	0	0	3	9
	Promiscuous	2	9	1	9	3	9
	Foul Mouthed	3	14	0	0	3	9
	Impulsive	1	5	2	18	3	9
	Stubborn	1	5	1	9	2	6
	Irresponsible	1	5	1	9	2	6
	Immature	1	5	0	0	1	3
Interpersonal							
	Violent	7	32	2	18	9	27
	Dependent	4	18	4	36	8	24
	Disrespectful	5	23	1	9	6	18
	Loner	2	9	2	18	4	12
	Prejudiced	3	14	0	0	3	9

Table III continued

Domain	Trait	Female (n=22)		Male (n=11)		Total (n=33)	
		#/22	%/100	#/11	%/100	#/33	%/100
Interests/Vocational	Uneducated	2	9	2	18	4	12
	Criminal Behavior	2	9	1	9	3	9
	Unmotivated	2	9	0	0	2	6
Physical/ Constitutional							
	Homosexual	3	14	4	36	7	21
	Dirty	3	14	0	0	3	9
	Overweight	0	0	1	9	1	3
Cognitive/Intellectual							
	Stupid	1	5	2	18	3	9

As with the lists of desired attributes, analysis of open-ended responses indicated that the traits categorized as personal/affective were most commonly offered by respondents. The most frequent undesired trait was "rude/nasty", with a total of 18 of the 33 respondents listing that characteristic. Approximately 40% of adolescents indicated they would not want their children to be dishonest. Between 24 and 33% of adolescents expressed concern that their offspring not be self-centred, mean, or lazy. Personal/affective traits provided as undesirable by approximately 15% of respondents included substance abuser, liar, and low self esteem. Fewer than 15% of the sample offered "promiscuity", "foul mouthed", "impulsivity", "stubbornness" and "immaturity" as attributes they would

not want a child to display.

This group of adolescent preparents also offered five traits that referred to the future child's manner of interacting with others. Approximately one fourth of the sample indicated that they would not want future children to be violent and/or aggressive. Similarly, they would not wish a child to be dependent. Fewer listed traits like "disrespectful", "loner" and "prejudiced".

With regard to interests, respondents expressed concern that future children not be "uneducated" or "unmotivated", and that they not be involved in criminal activity.

Three traits were classified by the author as Physical/Constitutional. Homosexuality, the most frequently identified trait in this group, was offered by approximately one fifth of the sample. "Dirty" and "overweight" were the remaining characteristics within this division.

The remaining category is made up of only one identified trait. Nine percent of the participants indicated they would not want future children to be "stupid".

The following section will present findings in an attempt to answer the second major research question as outlined earlier. In an effort to explore similarities and differences in the kinds of traits identified by males and females, statistical analysis was carried out on forced choice items. Using the Chi-square test, no significant differences were found to exist between the traits identified as

important by males and females. Such statistical analysis is not possible with the open ended, multiple response items used in this study.

While no significant differences were found to exist, a range of differences were noted in the frequency with which traits were rated as important by males and females. To present such differences, male and female preferences have been rank ordered in Table IV.

Table IV

Frequency With Which Traits Were Ranked As Important/Very Important by Respondents

Female	%	Male	%	Differences (F-M)
Loving/Warm	100	Loving/Warm	100	0
Sensitive	100	Sensitive	81.9	19.1
Sharing	100	Sharing	81.9	19.1
Strong Conscience	100	Strong Conscience	90.9	9.1
Cooperative	95.5	Cooperative	90.9	9.1
Career Oriented	95.5	Career Oriented	81.9	13.6
Independent	95.5	Independent	100	-4.5
Confident	95.4	Confident	100	-4.6
Very Hard Working	95.4	Very Hard Working	90.9	4.5
Reflective	90.9	Reflective	91.0	-0.1
Assertive	90.9	Assertive	100	-9.1
Strives for Future Material Rewards	86.3	Strives for Future Material Rewards	63.7	22.5
Sense of Humour	81.8	Sense of Humour	72.7	9.1
Persevering	77.3	Persevering	63.6	13.7
Strong Willed	77.3	Strong Willed	72.7	4.6
Skilled Leader	72.7	Skilled Leader	63.6	9.1
Ability to Play Alone	72.7	Ability to Play Alone	63.6	9.1
Community Minded	63.6	Community Minded	54.6	9.0
Values Friends	63.6	Values Friends	81.8	-18.2
Child Oriented	54.5	Child Oriented	63.6	-9.1
Competitive	50.0	Competitive	63.6	-13.6
Impulsive	20.0	Impulsive	18.2	1.8

Though statistically significant differences were not found to exist in the traits identified as important by males and females on forced choice items, the level of consensus as to the importance of particular traits appears to be different for both groups. Rank ordering of the identified traits suggests a tendency toward sex differences. For the purposes of reporting, and to make more clear the differences observed, traits have been divided according to ten percentage points. For example, those traits ranked important by at least 90% of respondents will be presented separately from those between 80-90% of respondents.

A comparison of the traits ranked important by more than 90% of males and females shows that seven were widely shared between the two groups. Within the top ten percent (i.e., those ranked important by more than 90%), only two traits rated important by females were not similarly classified by males; "sensitivity" and a "willingness to share" were considered important by 100% of females while only 81.9% of males ranked these traits as either important or very important. Similarly, a higher number of females placed importance on their children being "career oriented" than did males; 95.5% of females considered this to be desirable while barely 80% of males identified this characteristic.

"Striving for material rewards" was considered an important trait by more than 86% of females, while only 63.7% of males viewed this as desirable for their future children. Similarly, "sense of humour" was seen as important for

females but slightly less so for males.

When comparing traits classified as important by at least 70% of respondents, differences were found to exist in the rankings of 'perseverance', 'leadership' and the 'ability to play alone'. Females tended to rank these traits as important more frequently than did the males in the study.

In contrast, almost two thirds of the male sample identified 'competitive' as a desirable trait for their future children as compared to only half of the female sample. Similar differences are present in the ratings of "values friends".

Rank ordering of important traits also makes evident some unexpected trends. Almost two thirds of the males identified "child oriented" as a desired quality as compared with approximately half of the females. In a similar, nontraditional manner, 95.5 % of females viewed "Career Oriented" as an important trait for their children as compared to 81.9% of males. This sample of female adolescents also appeared to place more importance on aiming for "future material rewards" than did the males.

Though analysis to determine significant differences was not possible with open-ended responses, examination of the trait lists provided by males and females further suggests the existence of possible gender differences. When asked to identify characteristics they would wish a future child to have, differences were observed in the percentages of males and females offering particular traits.

As presented in Table II, half of the female respondents offered "hardworking" as an attribute they would wish to see in their children. Only 27%, or approximately one fourth, of the males provided this trait in their lists. When a comparison is made of the number of males and females who listed "leadership abilities", substantive differences are noted. More than half of the males offered this trait as compared with only 5% of females. Nearly 75% of the females in the study listed "high self-esteem" as a trait that would be important for their children. Only one third of the males listed "self-esteem" in their records. A similar difference was observed in the number of males and females who listed "trustworthy" as a desirable attribute. A smaller, yet notable, difference was evident in the percentage of each group listing "loving" as an important trait for future children.

As observed with lists of desired attributes, apparent gender differences were noted when respondents were asked to identify undesirable characteristics for their future children. As previously stated, respondents identified most frequently "rudeness" as a trait that would be considered unsuitable for future children. However, 64% of the females provided this response while only one third of the males offered the trait in their lists. Females also expressed, more often than males, a desire that their children not be aggressive and/or violent. Similar findings were noted in the number of males and females listing disrespectful. In contrast, males listed substance abuser, "stupid", and various



criminal behaviours as undesirable characteristics while none of the females identified these traits. Similarly, 36% of males indicated that they would not want their children to be homosexual as compared to only 14% of females.

## Discussion

The purpose of this exploratory research project was to examine the types of expectations held by preparent adolescents for their future children as well as to explore the existence of possible sex differences in the responses of males and females. In this section, findings pertaining to adolescent expectations will be discussed, including similarities and differences in the responses of both genders. To present findings about the expectations of the adolescent group, results from both open ended and forced choice items will be discussed.

In this study of preparent adolescents, findings suggest that expectations for future children vary among individuals. Most respondents indicated many traits they would wish a future child to have. The diversity of traits, to which this group referred, would suggest that a clear, widely held view of what a child should be, does not exist. Instead, the expectations listed by preparent adolescents imply that what individuals value and wish to promote in their children, may in fact be 'relationship specific'; that is, what is valued and seen as important for children by one individual does not appear to always be what is deemed desirable by another. These results indicate that individual preparents

are likely to have different expectations for their children and that those expectations, may in fact, vary based on the gender of the parent.

As stated by Holden and Edwards (1989), parents have often been implicated as "causal agents" in the behavioural, emotional, personality and cognitive development of their children. Certainly, the number and range of characteristics listed both as desirable and undesirable by this group of preparent adolescents could be interpreted to support such a claim. Similarly, the number of traits identified as important when trait lists were provided would also suggest that the child's global development was being considered. For example, the traits identified were not restricted to one area such as cognitive development, but instead included characteristics belonging to affective, interpersonal, vocational, and physical domains.

Sameroff & Seifer (1990) suggest that parental cognitions be examined because they mediate the parent's ability to parent and ultimately affect important qualities of the parent-child relationship. Similarly, Stoiber & Houghton (1993) believe that what parents expect of and for their children, serves to influence the "child-rearing system" experienced by young children. That preparents appear to have different sets of expectations for their future children would suggest that the parent behaviours, as well as the environments in which the children live, might in fact be very different. As a result, it would be expected that children would develop differentially, based in part on the

expectations for each area of development, held by their parents. For example, parents who expect their child to be intelligent and well educated would be likely to provide opportunities for that child to develop accordingly. The environment would likely be one where books and educational activities were stressed more than in a home where parents place more importance on other traits.

The second major question examined in this study attempted to determine the existence or nonexistence of possible gender differences; specifically, whether or not 'pre-mothers' and 'pre-fathers' held similar or different kinds of expectations for future children. While statistics carried out on the forced choice items indicated no significant differences, results of the overall study suggest that the level of consensus between males and females, as to the importance of particular traits, might actually be different. Similar to the findings of Calvert & Stanton (1992) in which male and female adolescents were found to share a similar commitment to parenting, this study indicates that males and females have commonly held expectations for future children. However, differences seem to exist in the frequency with which adolescent males and females rate the importance of some traits traditionally associated with one or the other gender.

Some of the ratings indicate that adolescents may have begun to move away from traditional stereotypes in the traits they view as important. This female adolescent group viewed as important, traits that were traditionally associated with male qualities and aspirations. For example, females in this

study valued traits like "career oriented", "independence", and "striving for future material rewards". In the past, such qualities were typically regarded as more important by males as it was men who were most likely to be employed outside the home (Newton & Newton, 1986). Likewise, adolescent males in this group placed importance on characteristics linked with the conventional female personality and role. Such thinking was particularly evident in that a higher number of males than females placed importance on the family and children. As well, males in this study placed value on characteristics such as "sensitivity" and a "willingness to share"; attributes that in the past were stressed as important for females. In a similar fashion, females have emphasized the importance of aspiring for a "career", being "independent" and "confident", and have placed less importance on traditional values like child bearing and family life. Such findings might possibly reflect a changing view of family, the changing economy in which these young people live, and/or an increased sense of freedom and equality for females.

Despite what may be a decline in the perceived differences between males and females, results also may suggest that some gender differences still exist in the adolescent population. According to Newton & Newton (1986), a "large number of adolescents appear to maintain what might be described as a traditional view of gender role attributes" (p.151). All males in the current sample wanted their children to be assertive, independent, and confident, while all

females wished their children to display more traditional female attributes such as sensitivity, morality, and a willingness to share. The fact that 100% of each gender rated these as important reflects the traditional views of gender role attributes and behaviour associated with each group.

An unexpected point of interest in the study is the existence of what may be termed "traditional" thinking around the issue of homosexuality. While this study implies that the matter is of greater concern for males than females, it is clear that concerns exist in the female population as well. Both in desirable and undesirable characteristics, males expressed a concern that their children be heterosexual. Of interest, is that some of these same respondents indicated that they would not want their child to be prejudiced or biased. It is possible that this preference for heterosexual offspring might be rooted in concern for the manner in which such individuals are often treated by society. However, based on comments made by some participants throughout administration of the questionnaire, (eg., "I wouldn't want a fag for a child"), it is more probable that such results reflect discrimination, as well as a lack of awareness and tolerance surrounding the issue. In a similar manner, Newton & Newton (1986) report that older adolescents believed it was important for male children to be heterosexual.

Overall, the results of this study suggest that this sample of preparent adolescents holds a wide range of differing wishes and values for their future offspring. The findings also suggest that these aspirations may be influenced by

individual differences, the respondent's stage of development, and by gender. While this study did not aim to determine the basis of such expectations among adolescents, it is possible that some of the differences observed among individuals, might be attributed to the phenomenon noted in pilot studies by Dr. Jeffery; namely that the responses offered in the trait lists may in fact be 'self descriptions' and might also reflect things the young people might like to improve in themselves.

The domains of traits listed by this sample would lend support for this theory since most are consistent with the areas of adolescent development outlined by Newton & Newton (1986). These authors write that "during adolescence, young people achieve new competences in every domain of human functioning including physical, sexual, intellectual, emotional, and social development" (p. i). Furthermore, the more popular traits provided by this group are those typically associated with the adolescent life stage. It is not surprising, for example, that adolescents would list as important traits like outgoing, independent, caring, and athletic. Each of these has important value for the young person in that adolescence is often considered to be a time when individuals strive for autonomy and freedom while simultaneously attempting to establish new relationships and maintain the security of family associations. In an effort to determine the accuracy of this theory, further studies might attempt to determine the age at which these expectations and values might have been

defined and attempt to investigate the constancy of expectations over time. Based on the conclusions of Stoiber & Houghton (1993), it is conceivable that such dissimilar expectations, if constant and fixed, could influence preparents to behave in particular, sometimes gender-based ways toward their children. Due to the association believed to exist between expectations and behaviour, students might benefit from the inclusion in their high school curriculum of programming focusing on this issue. It would also be useful if programming addressed how such expectancy effects are thought to occur.

Through participating in activities such as was carried out for this study, students might be encouraged to reflect on their own wishes and values and gain greater self awareness. Not only could such activities allow the young person to better appreciate his or her current stage of development, but they might also provide for a deeper understanding of how such beliefs serve to influence behaviour and the resulting development of a future child.

In addition, a need seems to exist for educational programming focusing on equality issues. Such programs should not only focus on the equality of males and females but on equality issues of all populations. The apparent negative view of homosexuality held by a small portion of this sample is cause for concern and warrants intervention that promotes understanding and tolerance.

The potential educational value of this activity could be significant. Based

on the results, educational programming could be designed to better meet the needs of today's adolescent and tomorrow's parent. By encouraging self awareness, such activities allow adolescents to gain insight into their present life stage as well as to gain an increased understanding of their own wishes and expectations and how these might affect a child's development. As future parents, this young population might be better 'equipped' to provide the best possible environment for a child.

Information gained from this study might also be used to support, and possibly increase, the current understanding of adolescent development. Assuming that the trait lists provided by the sample are indeed reflective of the adolescents themselves, examination of these characteristics might provide insight into the stages of development (eg. early, middle and late) thought to occur throughout the adolescent years. Future studies might focus on adolescents of a different age to determine if identified traits are similar or different. Furthermore, researchers may attempt to determine the types of expectations held by male and female adolescents for children of the same and different genders. For example, the types of expectations males hold for male children as compared with those held for female children. Not only could this type of question lend support for the notion that adolescents might be 'self-describing' in their trait lists, but could also offer insight into the extent of possible gender differences among this population.



The findings of this activity might also be applied to preparenting classes and/or premarital counselling programs. Information pertaining to the types of expectations held by preparents and how these are believed to impact on parental behaviour could offer prospective parents valuable knowledge about child development. It might also permit young couples who are thinking of becoming parents to determine if their wishes and expectations for children are similar or different.

In addition to the practical implications previously discussed, this activity is believed to have academic value by adding to the existing literature on expectancy effects. Similar to a study carried out by Stoiber & Houghton (1993), this exercise has indicated the wishes and values that adolescents hold for future children. To gain further understanding of how such expectations influence parental behaviour and the resulting development of the child, future efforts may include longitudinal studies that aim not only to identify expectations but also to examine how these serve to influence the parent behaviours experienced by the child.

Future studies might also consider socioeconomic differences as a factor in the types of expectations held by adolescents and their resulting patterns of behaviour. In identifying characteristics of abusive families, Briere, Berliner, Bulkey, Jenny & Reid (1996) state that abusive families are "typical of other low income families", in that, they have "young parents with relatively little education"

(p.154). To identify the expectations of preparents from differing socioeconomic backgrounds would allow researchers and educators to add to the literature on characteristics of maltreating parents.

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## Appendix A.

### Consent form for parents of participating students.

Dear Parent(s) or Guardian(s):

This letter is requesting your permission for your child's participation in a study that attempts to determine the kinds of traits and characteristics "preparents" would like their future children to have. In addition, the study will attempt to determine if differences exist between the expectations of males and females. This survey in no way encourages parenting in it participants. It has been approved by the Faculty of Education's Ethic Review Committee as well as the Avalon East School Board. The research to be carried out is a partial requirement for the degree of Master of Education at Memorial University.

In order to collect data about the expectations and wishes of preparents, I will administer a questionnaire to consenting level two and/or three students at your child's school. This questionnaire has been devised by Dr. Gary Jeffery, Faculty of Education at Memorial University and requires approximately 30 minutes to complete. All information gathered in this study will be strictly confidential and at no time would respondents be identified. Participation is voluntary and you or your child may withdraw consent at any time. Results of the study will be available to parents of participating students upon request. All data obtained in this research will be destroyed upon completion of the study.

If you require further information, I may be contacted at (709) 753-7924. Questions may also be directed to Dr. Jeffery, faculty supervisor at (709) 737-7654. To address your concerns with an individual not associated with this study, please contact Dr. Linda Phillips, Associate Dean of Graduate Studies and Research, at (709) 737- 8587.

If you agree to have your child participate in this study, please sign the permission section attached and return it to your child's school by Tuesday, May 27, 1997.

Thank you for your consideration of this request.

Sincerely,

Kimberley Stuckless  
Graduate Student (M.Ed)

**Parental Consent Form**

I \_\_\_\_\_ (parent/guardian) give permission for my son/daughter \_\_\_\_\_ to take part in a study of pre-parenting expectations. I understand that participation is voluntary and that my child and/or I can withdraw permission at any time. I have been informed that all information would be confidential and that No student will be identified.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Student Consent Form**

I \_\_\_\_\_ consent to participate in a study regarding pre-parenting expectations. I have discussed this with my parents/guardians and will voluntarily participate. I understand that I can withdraw from the study at any time. I understand that this study will not identify respondents.

## Appendix B

### List of Materials Read Throughout Internship

- Aarons, M. (1992). *The handbook of Autism: A guide for parents and professionals*. New York: Routledge
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## Appendix C

### Listing of Equivalent Terms for Traits Provided As Desirable For Future Children

1. Athletic: sports oriented
2. Intelligent : smart, thinker,
3. Responsible : reliable, trustworthy
4. Hardworking: ambitious,
5. Determined: perseverance, strong willed
6. Optimistic: happy, love of life, positive
7. *Social*: Outgoing, people skills, community minded, friendly
8. *Physically Attractive*: good looking, handsome,
9. Well Paying Career: have money, have job
10. Caring/ Kind: compassionate, understanding, gentle, sensitive
11. Loving/Warm
12. Confident: Self-esteem, assertive
13. Heterosexual
14. Healthy
15. *Values Family*: married, have children, wife, husband
16. *Materialistic*: house, car
17. Musical
18. Open Minded
19. Sense of Humour
20. Independent
21. *Leadership Qualities*: leader, good speaker
22. Trusting
23. Studious
24. Moral: honest, loyal
25. Well educated
26. Cooperative: helpful
27. Resourceful
28. Respectful
29. Generous
30. Common Sense
31. Outdoors Minded
32. Creative
33. Patient

Note: Terms in *italics* are those deemed equivalent by the researcher but not necessarily presented by subjects.

## Appendix D

### Traits Listed as Undesirable for Future Children and The Equivalent Terms

1. "Stupid"
2. Violent: aggressive, hot tempered
3. *Substance Abuser*: druggie, alcoholic
4. Disrespectful: saucy, defiant, bad manners
5. Prejudiced: biased, racist
6. *Criminal Behaviours*: thief, drug pusher
7. Promiscuous: sleeping around
8. *Homosexual*: fag, queer
9. Rude/Nasty: cruel, bad personality, bad attitude
10. Irresponsible
11. *Overweight*: fat
12. Dishonest: deceitful, sly
13. Loner: recluse
14. *Self-Centred*: selfish, egotistical, vain, conceited
15. Impulsive: reckless
16. Hurtful: mean, angry
17. Passive: shy, timid
18. Lazy: couch potato
19. Liar
20. Foul Mouth
21. Dependent
22. No goals
23. Dirty
24. Stubborn
25. Immature

**Note:** Terms in italics are those deemed equivalent by the researcher but not necessarily presented by subjects.

**Appendix E****PWEE Questionnaire**

Parents' Wishes and Expectation  
Exploration (PWEE) Guide<sup>1</sup>  
(Pre-parenting Form #1)  
(Pilot Version - 97/04/07 - Gary H. Jeffery)

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<sup>1</sup> **NOTE:** This questionnaire may not be reprinted, published or used in any way without the written permission of the author.

## Introduction and Directions

Many current and prospective parents do not spend much time thinking about the person their child might become. This questionnaire is intended to have you think about the future.

The following questions ask about the characteristics and traits you would like to see in your child if you are a parent or were to become one. Some questions ask about your background and your current situation. Some questions ask about the future, or in other words when your child would be grown up and no longer in your care.

This task is not intended to test or assess how good or how skilled you are or might be as a parent. It is designed to help you identify and clarify the expectations, values and wishes that you have or might have for your child.

You may feel that any exercise which asks you to predict the future is unrealistic or maybe even inappropriate. If so, try to suspend your feelings and answer the questions as best you can.

Keep in mind that clarifying or stating your wishes, expectations and values does not guarantee the "kind" of person your child will become. Your wishes, expectations and values, however, do influence what your child experiences and her or his development.

Think about what you wish your first child to be like.

You are completing this questionnaire only for research purposes, and you are free to omit answering any of the following questions.

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<sup>2</sup> NOTE: This questionnaire may not be reprinted, published or used in any way without the written permission of the author.

**Parents' Wishes and Expectation Exploration (PWEE) Guide®**  
(Pre-Parenting Form #1)

Please use the separate answer sheet to record your response to each question. In the space provided, beside the matching number, please record the number of the choice that best reflects your situation or your view. Not all question numbers are in sequence. Please disregard this.

12 *Think of when your child is grown up and rate how important you feel each of the following:-*

1 - very important    2 - important    3 - not important    4 - mildly undesirable    5 - quite unacceptable

- (1) *Able To Play Alone or Spend Time Alone*
- (2) *Assertive*
- (3) *Career Oriented*
- (4) *Child Oriented*
- (5) *Community Minded*
- (6) *Competitive*
- (7) *Confident*
- (8) *Cooperative*
- (9) *Somewhat Reckless / Impulsive*
- (10) *Independent*
- (11) *Loving/ Warm*
- (12) *Persevering*
- (13) *Reflective/ Introspective (a "Thinker")*
- (14) *Sense of Humour*
- (15) *Sensitive to the feelings of others*
- (16) *Sharing and willing to give time and materials to others*
- (17) *Skilled Leader*
- (18) *Strong Conscience/ Very Honest*
- (19) *Strong Willed/ Feisty*
- (20) *Values Friends Above Virtually All Other Things*
- (21) *Very Hard Working/ Career Oriented*
- (22) *Strives for Future material Rewards*

13 *From the following list, pick the three (3) areas or activities you would like to see your child engage in. Record these beside your choices on your answer sheet.*

- (1) *Acting/ Drama*
- (2) *Community/ Volunteer Work (Youth, Senior Citizen)*
- (3) *Dancing*
- (4) *Computers*
- (5) *Art Activities (i.e. Drawing, Sculpture)*
- (6) *Electronics*
- (7) *Fitness and Self Improvement*
- (8) *Indoor Team Sport*
- (9) *Listening to Music*
- (10) *Mechanics*
- (11) *Outdoor Sports (i.e. Camping, Hunting, Hiking, Biking)*
- (12) *Outdoor Team Sports (i.e. Soccer, Baseball)*
- (13) *Playing a Musical Instrument*
- (14) *Politics or History*
- (15) *Reading*
- (16) *Sewing or Needle Crafts*
- (17) *Travel*
- (18) *Wood Crafts or Building*
- (19) *Writing (i.e. story, poetry)*
- (20) *Science Club Projects*

**(21) Strategy Games( i.e. Chess, Scrabble, Adventure)**

- 14** From the following list, pick three (3) careers you would like to see your child have. Record these beside your choices on your answer sheet.

- (1) Visual Arts (Painting, Sculpting)
- (2) Organized Religion ( Clergy)
- (3) Food Preparation Industry ( Cook, Chef, Restaurant Owner)
- (4) Marketing and Sales
- (5) Engineering or Technology
- (6) Entrepreneurship or Small Business
- (7) Executive / Senior Management in Larger Corporation
- (8) Manufacturing Industry
- (9) Sports or Recreation ( Management, Specialist, Trainer)
- (10) Home Care or Home Service Industry
- (11) Craft Manufacturing/ Cottage Industry
- (12) Journalism/ Publishing
- (13) Scientific Testing / Lab Research
- (14) Law and Justice
- (15) Historical/ Literary/ Social/ Library Research
- (16) Maintenance or Cleaning Industry
- (17) Medical Health Care Industry (Nurse, Technician, Medical Specialist)
- (18) Physical Labour/ Primary Industry (Fishing, Farming, Forestry, Construction)
- (19) Performing Arts (Actor, Dancer, Comedian, Singer)
- (20) Police/ Military/ Security/ Protection
- (21) Politics
- (22) Science/ Research
- (23) Design or Commercial Arts
- (24) Secretarial or Clerical Industry
- (25) Trades Industry
- (26) Community/ Mental Health Industry
- (27) Education
- (28) Childcare
- (29) Media Industry (Television, Radio)

- 15** Select the anticipated or desired "level" you would like to see your child work at within his or her chosen career.

- (1) Staff Member/ Worker/ One of a Team
- (2) Foreman/ Supervisor/ Boss
- (3) Senior Executive/ Senior Manager
- (4) Company President/ Superintendent/ Owner
- (5) Consultant/ Researcher/ Advisor

- 16** Rate from one to five, how you would react if your child displayed the following behaviours.

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1 - be very displeased/ angry     | 2 - be moderately displeased |
| 3 - be neutral/ unconcerned,      | 4 - be somewhat pleased      |
| 5 - be very pleased/ encouraging. |                              |

- (1) refuses to use "proper" cutlery
- (2) does not finish eating the vegetables on his or her plate
- (3) often does not come in from playing out doors when told
- (4) does not pick up clothes that are left laying about his or her room
- (5) often pockets loose change that is left around house, without telling you
- (6) at age 7, watches cartoons when told not to
- (7) always wants to eat in front of the television
- (8) has friends in the house after school, even though told not to do so
- (9) persistently tells "little white" lies

- (10) refuses to wear clean clothes or wants to wear clothes with holes in the knees to school  
 (11) occasional uses profanity "by accident"  
 (12) Refuse to get a haircut when you have asked  
 (13) at 12, refuses or resists going to church  
 (14) gets nose pierced  
 (15) often is an hour or more late coming home in the evening on a school night  
 (16) usually does home work or studying with rock music on moderately loud  
 (17) gets a tattoo  
 (18) at age 17, has an opposite sex friend in his or her room while you are away  
 (19) at age 19, informs you of an ongoing homosexual relationship
- 17 What do you feel would be an optimal or desirable amount of contact your child should have with the following persons?
- 1 - quite often 2 - often 3 - occasional 4 - rare or infrequent
- (1) with other parent  
 (2) with brothers and sisters  
 (3) with grand parent(s) (paternal)  
 (4) with grand parent(s) (maternal)  
 (5) with step brother(s) and/or sister(s)  
 (6) with cousins/ aunts/ uncles (paternal)  
 (7) with cousins/ aunts/ uncles (maternal)  
 (8) with family (i.e. parents') friends
- 18 Select which one of the following situations you feel would be best for your child at age 19-21 years.
- (1) Single and Living Alone  
 (2) Single and Sharing Residence With Another Person (Non Sexual Relationship)  
 (3) Married  
 (4) Living with a Partner  
 (5) Living with Other Parent  
 (6) Living with Me
- 19 When my child is grown up, the number of sons I would like him/ her to have is  
 (1) one (2) two (3) three (4) four (5) five or more (6) no boys
- 20 When my child is grown up, the number of daughters i would like him/ her to have is  
 (1) one (2) two (3) three (4) four (5) five or more (6) no girls
- 21 The age at which my child should have his or her first child is:  
 (1) Under 18 (2) 19-21 (3) 22-25 (4) 26-30 (5) 30-35 (6) 36-40 (7) 40 plus
- 22 My child should have his or her last child before age:  
 (1) 19-21 (2) 22-25 (3) 26-30 (4) 30-35 (5) 36-40 (6) 41-45 (7) 46
- 23 How many years should there be between children?  
 (1) one (2) two (3) three (4) four (5) More
- 24 Which of the following do you feel would be a realistic and desirable relationship for your child, when an adult, to have with his or her partner?
- (1) intimate relationship that involves a large amount of time together (i.e shares friends, house work, child care, clubs, hobbies)  
 (2) close relationship with some independence (i.e both work outside home/ some separate friends, some nights out without partner)  
 (3) close but somewhat independent relationship (i.e. with separate bank accounts/ occasional separate trips or vacations, some separate friends)



- (4) warm but quite independent relationship (i.e. together often but perhaps working in different communities and both leading quite "parallel" but separate lives)
- 25 What would you consider to be an acceptable (desirable) residence arrangement for your child at age about 22 years?
- (1) Living in my home
  - (2) Living less than 15 minutes away
  - (3) Living 15 to 30 min. away
  - (4) Living 30 to 60 min. away
  - (5) Living 2 to 4 hours away
  - (6) Living one day of driving away
  - (7) Living more than one day of driving away (or must fly home)
- 26 On the answer sheet, list or briefly describe ten (10) characteristics you would hope to see in your child. Your list might include personality traits, special aptitudes or abilities, values, interests, jobs or careers or any other "characteristic".
- 27 On the answer sheet, list or describe five (5) characteristics you would very much NOT want to see your child possess or display
- 28 While answering all of the above questions, the child I was thinking about was:
- (1) Female
  - (2) Male
- 29 The age of the child I was thinking about while answering these questions is:
- (1) not yet born
  - (2) Under 1 year
  - (3) two years
  - (4) three years
  - (5) four years
  - (6) five years
  - (7) six years
  - (8) seven years
  - (9) Eight to ten years
  - (10) eleven to twelve years
  - (11) over thirteen years
- 30 I would have answered some of the above questions differently if the child I had been about thinking about was of the opposite sex.
- (1) Yes
  - (2) No
  - (3) Not Sure
- 31 I am: (1) Female (2) Male
- 32 My age is:
- (1) under 16
  - (2) 16-20
  - (3) 21-24
  - (4) 25-30
  - (5) 31-35
  - (6) 36-40
  - (7) 41-45
  - (8) over 45
- 33 Marital status:
- (1) Never Married
  - (2) Married
  - (3) Separated
  - (4) Divorced
- 34 Education Level:
- (1) Less than grade 10 or equivalent
  - (2) Completed grade 11 or 12
  - (3) Completed Two Years training past high school
  - (4) 4-5 years education past high school
  - (5) Over six years education past high school
- 35 I spent most of my childhood in a community with a population of about
- (1) less than 1000
  - (2) 1000 to 5000
  - (3) 5000 to 15000
  - (4) 16000 to 50,000
  - (5) 50000 to 100000
  - (6) Over 100,000
- 36 Either or both of my parents had been previously married.
- (1) Yes
  - (2) No
  - (3) Not certain

37 I have a total of (check below) brothers and sisters.

- (1) one (2) two (3) three (4) four (5) five  
(6) six (7) seven (8) eight (9) nine (10) ten or more  
(11) no brothers or sisters

38 I have (check below) male children.

- (1) none (2) one (3) two (4) three (5) four (6) five or more

39 I have (check below) female children.

- (1) none (2) one (3) two (4) three (5) four (6) five or more

40 When I had my first child I was:

- (1) under 16 (2) 16-20 (3) 21-24 (4) 25-30  
(5) 31-35 (6) 36-40 (7) 41-45 (8) over 45  
(9) I have no children







